

## **Idaho Reading Indicator Approved Accommodations**

For some children, standard administration may not provide an accurate estimate of their skills in the early literacy skill area. The goal for the Idaho Reading Indicator is to accurately assess the child's skills in phonemic awareness, phonics or alphabetic principle, accuracy and fluency with connected text. Assessment and accommodations of the assessment needs to be consistent with this goal. Accommodations should only be provided if the student would normally use these accommodations in their regular education or special education classroom.

Approved accommodations are accommodations that are unlikely to change the test or change the meaning of the student scores on the target skill being assessed. When the assessment is delivered in different ways from the standard administration and the approved accommodations, it becomes an adapted test and should be coded appropriately. For example, un-timed test administration or extended time would fundamentally alter the test and should be coded as adapted and not entered in to the AIMSweb system.

### **Accommodation that is Not Approved**

- Changes in the timing are not approved accommodations for the Idaho Reading Indicator. Research that has established the reliability and validity of the measures would not apply to tests that are not timed. The scoring guidelines for interpreting an un-timed test would not apply.

### **Approved Accommodations for Setting and Tester**

- The child may be tested in an alternate setting. The child may be tested in a separate room with minimal distractions, complete quiet or special lighting.
- The child may be tested by a familiar person, interpreter, or specialist. This familiar person can assist in supporting the student so an accurate estimate of the student's skills can be obtained. If the student has a severe articulation problem, they might be tested by a Speech-Language Pathologist who has been trained to administer the test.
- The child may be tested by a tester that the child feels comfortable with and who is familiar with the child's language and communication strategies. For example, the child's special education teacher, or paraprofessional who has been trained to administer the test.

**Classroom teachers are not allowed to administer the Idaho Reading Indicator.**

### **Approved Accommodations for Directions**

- If there is a practice item, it may be repeated. For example, the Phoneme Segmentation and Nonsense Word Fluency test practice items may be repeated.
- The test administrator can check for understanding of the directions by having the child repeat them back to the test administrator or ask the child to summarize the directions.
- The test directions can be provided in sign language if the child would be more comfortable with this than with verbal directions. Directions can be administered in a student's primary language if they have limited English proficiency. For example, test directions may be provided in Spanish and the test items given in English. These translations should be as close to a word for word translation as possible. Spanish tests are available for the Idaho Reading Indicator but do not replace the regular test administration.
- Providing audio-tapped test directions in the student's native language is an appropriate accommodation.

### **Approved Accommodations for Testing Materials**

- Large print editions of the testing materials may be used. Large print editions can be obtained by contacting the district Teacher of the Visually-Impaired (TVI) or the Outreach Consultant for the Idaho School of the Deaf and the Blind. It is recommended that orders be to the TVI or Outreach Consultant 4 weeks prior to the test window for each administration.
- For students with low vision, a closed-circuit TV for enlargement of print to enhance vision can be used if necessary.
- To further enhance vision, colored overlays, special lighting and filters may be used.
- A Braille edition of the test is available for student's who have sufficient skills with Braille. Braille editions can be obtained by contacting the district Teacher of the Visually-Impaired (TVI) or the Outreach Consultant for the Idaho School of the Deaf and the Blind. It is recommended that orders be to the TVI or Outreach Consultant 4 weeks prior to the test window for each administration.
- A direct sound system with amplification from tester to student to facilitate hearing is an appropriate accommodation.

### **Approved Accommodations for Student Responses**

- The student may use a marker or ruler under a line of test or test items to focus attention. This accommodation should only be used if the student uses it in their regular classroom instruction. It should be noted however that this accommodation might decrease the student's fluency rate. [When a student skips a row in the standard test administration, the row is not counted or penalized on the Early Literacy benchmarks. On the R-CBM assessments a missed row is counted as errors against the total words correct. Refer to AIMSWEB Training Workbooks for complete information related to scoring.]
- If the student has a preferred or stronger communication mode, they may use it. For example, the student may use a word board, or sign language to say a word or read a passage. However, professional judgment should be used as to the student's fluency in the response. If the accommodation affects the student's fluency then the standard scoring rules should not be used.

Please check in the Test Coordinator's Guide in the sections *Policy for Inclusion of LEP Populations in District or Statewide Achievement Testing* and *District/Statewide Assessment Accommodations Guidelines* for additional accommodation guidelines.